

OGLALA LAKOTA COLLEGE
COURSE SYLLABUS & ADMINISTRATION
Fall 2012
Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Name of Course: Power of Story

Course Number: Engl 333

Department: Humanities and Social Science

Credit Hours: Three (Yamni)

Location: Online

Time & Day:

Instructor's Name:

Email:

Home Phone:

Mobile Phone:

Office Phone:

Office Hours:

Course Description (Waunspe Oyakapi):

This course is for those who want to learn the basics of writing a vivid and engaging story. It covers the craft of writing. Topics include character development, plot, setting, point of view, dialogue and self-editing. Students will have the opportunity to work in a variety of genres.

Prerequisites: Engl 113

Required Text and Materials:

Baechtel, M. *Shaping the Story: A Step-by-Step Guide to Writing Short Fiction*. New York: Pearson, 2004.

Johnston, S. *Longman Journal for Creative Writing*. New York: Longman, 2002.

Course Goal: The goal of this course is to teach students the basics of writing a vivid and engaging story.

Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E): Upon completion of this course students will be able to:

- Create vivid and engaging stories
- Apply elements of fiction writing such as structure, characterization, plot, point of view, voice, dialogue, description, setting, style, theme, flashback and flash forward, back-story, symbolism and irony.
- Utilize various genres of fiction writing

Assessment: These objectives will be assessed through the use of writing assignments scored with rubrics, and through discussion questions and assignments.

Instructional Methodology: This course will be taught utilizing the online virtual campus format. Instruction will be in the form of informational documents that explain assignments. Students are expected to read information presented in the online classroom, then complete assignments. Peer review is a critical aspect of this class. Students will review each other's work in online forums. The instructor will review work and send feedback privately.

Course Rationale: This course exists to assist students with fiction writing elements and to teach various genres of fiction writing. Fiction writing is another form of writing that will allow an English and Communication major to have a well rounded education.

Homework: Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

Reading Load: Reading will include approximately one (wanji) to two (nunpa) chapters per week, plus handouts and homework as assigned.

Type & Amount of Writing Load: This is a writing course and an online course, so a lot of writing is required. Students will complete weekly discussion posts and assignments, and will write weekly stories.

Lakota Perspective Provided Through: This course stresses **Wolakotakiciapi** of "learning Lakota ways of life in the community". This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual's knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

The Lakota perspective is encouraged in this course. In fact, writing exercises and threaded discussion continually supplies a Lakota perspective on many topics considered in class. Recommendations will be made to incorporate cultural themes and issues in papers and/or presentations.

Evaluation and Grading:

Assignments:

- Forum Posts. There are 30 posts required throughout the semester. Students will be required to post TWO times per week in a weekly discussion forum. One post should be a substantial initial post responding to a discussion prompt provided by the instructor. The other should be a response to a classmate.
- Bio. This will be written in the third person.
- 12 Stories. Each story should be 2-3 pages in length.
- Portfolio. At the end of the semester, students will copy and paste their top five revised stories into one document and submit as a final project.

Evaluation

The final grade will be determined in the following way:

30 Forum Posts	300 Points
Bio	25 Points
12 Stories	600 Points
<u>Portfolio</u>	<u>75 Points</u>
	1000 Points

Grading Scale

The following scale is used in determining averages:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.

B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.

C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.

D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%

F = Demonstrated concept mastery below the acceptable mark of 59%

NOTE: It is the student's responsibility to keep copies of all papers and records of grades in case of a grade dispute.

W = Withdrawal = You may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. You must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

POLICIES

College Policy on Grading and Change of Grades:

http://www.olc.edu/~wwhitedress/student services/Docs/OLC_Handbook.pdf see page 9 and 10

Course Requirements, Expectations or Students: Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college. (See student handbook).

- Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.
- If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.

Attendance and Tardiness

http://www.olc.edu/~wwhitedress/student services/Docs/OLC_Handbook.pdf see page 8

Policies on Academic Honesty

http://www.olc.edu/~wwhitedress/student services/Docs/OLC_Handbook.pdf see page 43

Standards of Conduct Policy

http://www.olc.edu/~wwhitedress/student services/Docs/OLC_Handbook.pdf see page 38

ADA Policy

http://www.olc.edu/~wwhitedress/student services/Docs/OLC_Handbook.pdf see page 37

Electronic Information Resources Acceptable Use Guidelines

http://www.olc.edu/~wwhitedress/student services/Docs/OLC_Handbook.pdf see page 41

Instructor/Department Specifics

Attendance Policy: The attendance policy states that students CAN be dropped after three absences in a row. You WILL be dropped after three absences in a row if I do not hear from you. You WILL be dropped after five absences. There are no exceptions and if you are dropped there are no reinstatements. See the policy. Work with me before you are dropped, because after you are dropped there is nothing I can do.

NOTE: This is NOT an independent study class. Online classes follow attendance rules!!

Online attendance is based upon submission of work!

- You must enter the class and turn in work at least once a week
- If you do not turn in work, you are marked absent
- If you consistently turn work in late, you will be dropped even if you are caught up in the class at that point.

Incomplete and Grade Change: There must be a valid reason to request a grade change or an incomplete. An incomplete grade or grade change is given only when the instructor feels special circumstances warrant it. Not getting work done on time, missing class, being tardy or leaving early are NOT valid reasons for incompletes or grade changes.

Late Work: Each student, present or absent, is responsible and accountable for his or her assignments, attendance, and participation. Missing class does not excuse a student from having work done at the next class. To earn full credit, work must be submitted during the week it is due, weather the student is present or not. Work can be emailed or sent via Virtual Campus. Work will be accepted one week late for reduced credit. After work is one week late, it is not accepted.

Document Preparation

- ✓ Papers are to be typed and double-spaced. Do not justify the margins. Leave the right margin “ragged”. Use 12 pt Times or Times New Roman font.
- ✓ When saving papers electronically, name the file with your first initial, last name, assignment name and draft number. Example: “kbettelyoun definition paper draft 1”

An Overview of Intellectual Property

Our legal system provides certain rights and protections for owners of property. The kind of property that results from the fruits of mental labor is called intellectual property. Rights and protections for owners of intellectual property are based on federal patent, trademark and copyright laws and state trade secret laws. In general, patents protect inventions of tangible things; copyrights protect various forms of written and artistic expression; and trademarks protect a name or symbol that identifies the source of goods or services.

The overview does not explain trade secret law. The details of this law, the protection provided, and the liability for unauthorized use or disclosure depends upon the State within which the reader resides. The law varies from State to State. However, the reader should know that a trade secret may consist of any formula, pattern, device or compilation of information which is used in one's business and which gives him an opportunity to obtain an advantage over competitors who do not know or use it. (Restatement of Torts 757)

“What is IP Law? An Overview of Intellectual Property.” *American Intellectual Property Law Association (AIPLA)*. 2010. Web. 4 Jan 2011. <<http://www.aipla.org/about/iplaw/Pages/default.aspx>>.

number. Example: “kbettelyoun definition paper draft 1”

The Virtual Campus Course

Getting Started

The electronic classrooms for this course are located in *Virtual Campus*. OLC's Virtual Campus uses the Moodle content management system for online and hybrid courses delivery. To gain access to the course you will need your Student ID (username) and password.

Virtual Campus

- Open your Internet browser to the Oglala Lakota College Home Page
- Select and click the **Virtual Campus** link
- Login with your Username and Password
- The Welcome page will list your current courses
- Select this course and enter the *Virtual Campus* classroom

Minimum technical requirements:

- Access to email and the Internet
- Internet browser *Internet Explorer* version 8 or greater, *Firefox 3.0* or *Safari 3.0* or another equivalent level of browser.
- Current version of an operating system, a word processing package, a spreadsheet package, presentation software, Adobe Reader, and the Macromedia Flash Player (www.macromedia.com)
- This course may involve the sending and receiving large files of information and online meetings a high speed Internet connection is advantageous.

Communicating Electronically

Netiquette Expectations

Always practice Internet Etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of participants, their time, bandwidth, and viewpoints.
- Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.
 - Using all caps may be interpreted as shouting.
 - Use humor and sarcasm carefully (we cannot see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
 - Keep your critiques constructive; antagonistic criticism is called *flaming* and may cause an unwanted reaction.
- Remember the quality of your writing will be assessed.
 - Spelling and grammar do count.
 - Be coherent and succinct.
 - Do not plagiarize; respect copyrights.
 - Cite your sources.
 - Do not depend on a single source when contributing new information from external resources.
 - Be professional.

Sending and Receiving email

The instructor(s) will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 24 hours. All email messages from the instructor(s) will be sent to the student's Oglala Lakota College's email address. To avoid having your message mistakenly identified as

SPAM, please identify the course in the subject line (????).

Course Assignments

Individual Assignments & Projects

Students are expected to participate in weekly individual assignments. Each week will present to you in an Assignments link in the *Virtual Campus* course, and the topic and content expectations of the assignment for the week.

Your assignments submitted will be in APA style with reference citations as outlined in the Owl at Purdue web site at <http://owl.english.purdue.edu/owl/resource/560/01/> .

Access to the Weekly Assignments is through *Virtual Campus*. Post your research findings into your Assignment Link before the Due Date.

Time Commitment and Weekly Interactions Requirements

To be successful in this online course, you must be willing to allocate sufficient time to access course materials, participate in online classes and discussion groups, and complete all of the assignments. Similar to traditional classroom courses, you will interact with the content, your teacher, and your classmates on at least a weekly basis through course assignments, synchronous meetings, and asynchronous discussion as indicated in this syllabus. Based on the Homework section in this syllabus, plan to spend up to 9 hours per week with your Virtual Campus course materials.

Discussion Forums (Asynchronous Meetings)

Discussion Forums are designed to facilitate asynchronous interactions about a particular thread or topic. Enter the discussion on your time schedule, read the postings, add comments, and introduce new material related to the topic. The purpose of a threaded discussion is to expand your knowledge through the collective research and comments on the subject. To be successful in online discussion forums, you need to visit the site frequently and become actively engaged in the process. Research the topic and add constructive comments and information

- Practice professional netiquette when communicating with others
- Visit the discussion frequently
- Stay on the subject
- Share relevant experiences and external resources
- Strive for quality more than quantity of postings
- Include open ended questions in your postings to encourage dialog

Each student is expected to participate in all Discussion Forums. Participation will be graded on the quality of the posting, the use of outside resources, sharing information from agencies and/or specific programs, and contributions to new knowledge.

Access to the Discussion forums is through *Virtual Campus*. Post your initial responses to the forum by Wednesday at 11:55 pm Mountain Time. Reply to the initial discussion postings of other class members by Saturday at 11:55 pm Mountain Time. The average expectation is three (3) quality postings each week.

Guidelines to Successful Online Discussion

Criteria	Excellent	Good	Average	Below Average	Poor
Postings	5 postings, well distributed throughout the week	4 postings, well distributed throughout the week	3 postings, well distributed throughout the week	2 or less postings throughout the week	No postings throughout the week
Description of Contribution	<p>Use of Analysis, Synthesis and Evaluation</p> <p>Critical and/or creative contribution</p> <p>Very clear that readings were understood and incorporated well into responses</p> <p>Asks questions that extend the discussion and makes insightful, critical comments</p> <p>Contributes new information and identifies the source</p>	<p>Use of Comprehension and Application</p> <p>Readings were understood and incorporated into responses</p> <p>Exhibits good insights and understanding of discussion question</p> <p>Relates the issue to prior material covered in the course</p>	<p>Use of Knowledge</p> <p>Postings are not on tract with readings</p> <p>Repeats basic correct information related to discussion</p>	<p>Seemingly, no evidence that readings were understood or incorporated into the discussion</p> <p>Did not do the readings</p>	No participation

RUBRIC FOR WRITING

NAME: _____ TOPIC: _____

<u>ELEMENT</u>	<u>EXEMPLARY</u>	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE</u>
TITLE PAGE	Title, Your name, Teacher's Name Course Period, Date, Neatly finished	Evidence of 3 or 4	Evidence of 2 or less
GRAMMAR, SYNTAX, AND SPELLING	Paper flows well and is clear and easy to read due to use of proper syntax, grammar, spelling, and punctuation. The writing is almost error free.	The paper is unclear or hard to read because syntax, grammar, spelling, or punctuation is poor.	The writer's intentions are unclear because paper's syntax, grammar, spelling and/or punctuation are poor.
CONTENT	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information supports a central purpose or argument. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
DEPTH AND BREADTH OF CONTENT	Student clearly comprehends the material and links it to course topics. Student has thought critically about the material and its sources. Information is combined to draw conclusions. Inferences are explored, and the paper includes good insight. The space given to each topic is appropriate, given the number of topics included in the paper.	Student understands the material, but demonstrates little critical thinking. Insight is minimal or missing OR the amount of space given to some topics is out of proportion to the number of topics included in the paper.	The student shows less than full understanding of the material. Critical thinking is not present or is barely present.
THESIS STATEMENT	Clearly & concisely states the paper's purpose, which is engaging, and thought provoking.	States the papers purpose in a single sentence.	Incomplete and/or unfocused.
INTRODUCTION	The introduction is engaging, states the main topic. States the purpose and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper	There is no clear introduction or main topic and the structure of the paper is missing.
BODY	Each paragraph has thoughtful supporting detail sentences that develop the main idea	Each paragraph lacks supporting detail sentences that develop the main idea	Each paragraph fails to develop the main idea
CONCLUSION	The conclusion is engaging and restates the thesis. Organized and draws facts together in coherent way. No errors	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.

OVERALL CLARITY AND FORM	Student uses essay form and the assigned paper format. Sentences and paragraphs follow each other in a logical order. The material is presented so that the reader does not have to stop and back up to comprehend it.	Student fails to use more than one of the elements of essay form and the assigned paper format OR the paper is difficult to follow in some places.	The paper is generally hard to follow due to problems with format, essay form, and/or the way material is presented.
TONE	The tone is consistently professional and appropriate for an academic essay/paper.	The tone is generally professional for the most part.	The tone is not consistently professional or appropriate for an academic essay/paper.
LENGTH	Paper is the assigned length when margins, spacing, and font size are considered. Only information relevant to the assigned topic is included.	Paper is a page or two shorter than the assigned length when font, margins, and number of pages are taken into account.	Paper is substantially shorter than the assigned length when font, margins, and number of pages are taken into account.
ACCURACY	Information from sources is reported accurately.	Some information is reported inaccurately or out of context.	Information is included without regard for accuracy.
REFERENCES	All information is clearly linked to its source. References are provided in the correct format.	Sources of information are included, but other information sources are not mentioned. References are not in the proper form.	The sources of the information in the paper are not identified.
PRESENTATION	Paper is turned in on the assigned date. Format is correct.	Paper is turned in late.	Paper is turned in after the last class period.

Fiction Elements

Exposition	Clear setting is given through word choice or dialogue of characters Gives reader a foretaste of what is to come and what has happened Begins introduction of characters Gives picture of conflict immediately	The exposition is weak or undeveloped.	The exposition section is missing.
Rising Action	Comprises all elements that make up the story's middle The action, whether emotional or physical, creates dramatic tension by exposing hidden aspects of character Must come from a complication There must be tension	The rising action is weak or undeveloped.	The rising action is missing.
Crises	Can be an event or person that disrupts the setup and propels the story into motion Answers the question – why? Or what's at stake?	The crises is weak or undeveloped.	The crises is missing.
Climax	Story culminates in a reversal, a transformation, or a realization by protagonist	The climax is weak or undeveloped.	The climax is missing.
Falling Action	Doesn't drag, keeps reader interested until the very end	The falling action is weak or undeveloped.	The falling action is missing.
Denouement	Allows readers to absorb the climax and leave the fictional world	The denouement is weak or undeveloped.	The denouement is missing.
Character Development	Clear protagonist and antagonist Good character development (both direct and indirect characterization is used)	Character development is weak or undeveloped.	Character development is missing.
Point of View	Use is consistent throughout story Type is easily recognizable by reader	The point of view is weak or undeveloped.	The point of view is missing or confusing.
Tone	Clearly established (creepy if mystery; humorous if comedy; etc.)	Tone is weak or undeveloped.	Tone is missing.
Theme	Underlying message or statement behind words used is clear Covers short time span Doesn't have too many characters Focused (narrowed subject line)	Theme is weak or undeveloped.	Theme is missing.
Dialogue	Written in proper dialogue form	Dialogue is weak or undeveloped.	Dialogue is missing.

TOPICAL CONTENT---SCHEDULE

<i>Date</i>	<i>Objectives</i>	<i>Assignments</i>
Oko Wanci 8-27 to 9-2	Students will be able to: <ul style="list-style-type: none"> • Describe the history of storytelling • Explain the significance of storytelling • Define fiction writing 	Reading: Chapter One Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday) Writing Assignment (Due Sunday): NONE THIS WEEK
Oko Nunpa 9-3 to 9-9	Students will be able to: <ul style="list-style-type: none"> • Explain the elements of fiction writing • Write a personal bio 	Reading: Chapter Two Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday) Writing Assignment (Due Sunday): PERSONAL BIO
Oko Yamni 9-10 to 9-16	Students will be able to: <ul style="list-style-type: none"> • Explain structure in fiction writing • Write a story focusing on structure 	Reading: No Chapter Reading Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday) Writing Assignment (Due Sunday): STORY 1 (STRUCTURE)
Oko Topa 9-17 to 9-23	Students will be able to: <ul style="list-style-type: none"> • Explain characterization in fiction writing • Write a story focusing on characterization 	Reading: Chapter Six Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday) Writing Assignment (Due Sunday): STORY 2 (CHARACTER)

<p>Oko Zaptan 9-24 to 9-30</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain plot in fiction writing • Write a story focusing on plot 	<p>Reading: Chapter Nine</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 3 (PLOT)</p>
<p>Oko Sakpe 10-1 to 10-7</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain point of view and voice in fiction writing • Write a story focusing on point of view and voice 	<p>Reading: Chapter Three and Chapter Four</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 4 (POINT OF VIEW AND VOICE)</p>
<p>Oko Sakowin 10-8 to 10-14</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain dialogue in fiction writing • Write a story focusing on dialogue 	<p>Reading: Chapter Seven</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 5 (DIALOGUE)</p>
<p>Oko Saglogan 10-15 to 10-21</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain description in fiction writing • Write a story focusing on description 	<p>Reading: Chapter Eight</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 6 (DESCRIPTION)</p>

<p>Oko Napcinyunka 10-22 to 10-28</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain setting in fiction writing • Write a story focusing on setting 	<p>Reading: Chapter Five</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 7 (SETTING)</p>
<p>Oko Wikcemna 10-29 to 11-4</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain style and theme in fiction writing • Write a story focusing on style and theme 	<p>Reading: No Chapter Reading</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 8 (STYLE AND THEME)</p>
<p>Oko Ake Wanci 11-5 to 11-11</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain flash backs, flash forwards, and back story in fiction writing • Write a story focusing on flash backs, flash forwards, and back story 	<p>Reading: Chapter Ten</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 9 (FLASH BACKS, FLASH FORWARDS, AND BACK STORY)</p>
<p>Oko Ake Nunpa 11-12 to 11-18</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain symbolism and irony in fiction writing • Write a story focusing on symbolism and irony 	<p>Reading: No Chapter Reading</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 10 (SYMBOLISM AND IRONY)</p>

<p>Okó Ake Yamni 11-19 to 11-25</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain various genres in fiction writing (mystery, horror, ghost, thriller, detective, suspense, action/adventure, and/or crime) • Write a story focusing on one genre 	<p>Reading: No Chapter Reading</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 11 (GENRE)</p>
<p>Okó Ake Topa 11-26 to 12-2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain various genres in fiction writing (western, romance, historical fiction, science fiction, fantasy, humor/entertainment, and/or trickster) • Write a story focusing on one genre 	<p>Reading: Chapter Eleven</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): STORY 12 (GENRE)</p>
<p>Okó Ake Zaptan 12-3 to 12-9</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compile a portfolio of revised and edited work 	<p>Reading: Chapter Twelve</p> <p>Weekly Discussions (Initial Post Due On Wednesday and Response is Due Sunday)</p> <p>Writing Assignment (Due Sunday): PORTFOLIO</p>

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook. http://www.olc.edu/~wwhitedress/studentservices/Docs/OLC_Handbook.pdf